English

English 7.1, 7.2, 7.4, 7.5

Independent Work, Writing, Collaborative Projects

Mood in Art and Poetry
This lesson uses Internet resources, word processing, and a graphical organizer such as *Inspiration* to help students increase their understanding of how mood is created in art and literature.

7th Grade

C/T 8.4

Self-expressive/ Understanding

Mood in Art and Poetry
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Curriculum Area	Language Arts
Subject Area	Poetry
Grade Level	7th grade
Learning Objectives	- The student will define mood and identify mood when given a word list. - The student will create an abstract painting and show how the lines, color, shade of colors, and space all contribute to the mood. - The student will learn how the word choices an author makes contribute to the poem or story's mood. - The student will use the Internet to virtually visit several major art collections and research information about an artist and that artist's works. - The student will select an art piece and determine its mood. - The student will build a bank of words that compliment the mood. - The student will create a poem about the art work using some words from the word bank.
Correlation to the SOL	English 7.1, 7.2, 7.4, 7.5 Visual Arts 7.11, 7.14, 7.19, 7.22, 7.26, 7.28 C/T 8.4
Video/Technology Hardware/Software Needed	**For class:** Computer with Internet connection Computer Projection System **For each student:** Computer with Internet connection and printer Word Processing software (such as *ClarisWorks* or *Microsoft Word*) Webbing software (such as *Inspiration*)

	Web Sites:
	The Art Institute of Chicago Museum
	http://www.artic.edu/aic/index.html
	The National Gallery of Art
	http://www.nga.gov/
	The National Gallery of Art 20th Century Art
	http://www.nga.gov/collection/gallery/20centpa/20centpa-main1.html
	Philadelphia Museum of Art
	http://pma.libertynet.org/
	The Louvre
	http://www.louvre.fr/louvrea.htm
Materials Required	**For each student:**
	Copies of poems used in the lesson
	White sketch paper
	For each group of 3-4 students:
	Plastic bottles of finger paints (red, green, yellow, black, pink, white, green and blue)
	Paper plates
	Wet wipes for cleaning hands (if sink is unavailable)
	Tape for hanging the paintings
	Other:
	Several poems to discuss with the class (4-5 worlds pre-selected by the teacher from each poem. You may select by parts of speech but try not to use color words.)
Procedures/Activities	1. Talk about mood as it pertains to literature. Discuss ways in which writers create mood and why it is so important. Give the students an example word list such as: skip, hula-hoop, breeze. Ask students what mood these words conjure up.
	2. Write three new word lists on the board, numbering them 1, 2 and 3. Each list should evoke a different type of mood. Ask students to choose one list. (Examples include: Burn, Ghostly, Shattered, Tugged—from "The Highwayman" by Alfred Noyes; Beat, Batter, Shrug, Force, Bite—from "Lit Instructor" by William Stafford; Elyria, Vandalia, April, Starfish, Ether— from "Ohio and Beyond" by Lucie Brock-Broido; Jump, Twist, Torch, Sunflower, Flare from "Black Hair" by Gary Soto; Cold, Fail, Dread, Clay, Whimper from "The Cremation of Sam McGee" by Robert W. Service)
	3. Distribute a sheet of sketch paper to the each student. On the back, they should write their name, word list number and the mood the list suggests.
	4. Divide students into small groups of 3-4 students.
	5. For each small group, put a dollop of each color of paint on a paper plate for the group to share. On the front of their paper, the students should create an abstract painting that captures the mood of the word list they chose, being careful not to let others in the group see their chosen word list number.
	6. Ask each student to display their painting to their group and let the group guess which word list (1, 2 or 3) they had chosen. Discuss with the class the various art techniques that each student used to create the mood, such as color, line, space, and shade/light.
	7. Re-group students according to the word group selected. On a piece of paper, have them list the words already on the board and then brainstorm other words which fit that mood.
	8. Each student now uses words from the group-generated word list to create a short poem or story. Share the written works.
	9. Distribute copies of the original poems from which the word lists derived.

	Discuss the mood of each piece and the way mood contributes to the theme.
	10. In the computer lab, have students visit the Web sites listed above (these should be bookmarked already, if at all possible). CD-ROMs with art collections can be substituted if available. Give students 15-20 minutes to search for a work that they find interesting.
	11. The students need to identify the artist of the work chosen and research information about his or her life. (Teacher may need to teach mini-lessons about search strategies, how to choose important information, and noting sources.) Using either word processing software or webbing software, students should take notes.
	12. Students write four questions that they would personally like to ask the artist about the work. For example, "why are the trees painted in shades of blue?" To answer the questions, students are paired with the student on the computer next to them. They read each other's notes about the artist's life and then help to formulate possible answers to the questions.
	13. Students should now "step in" to their chosen piece of art and observe the imagery (the sights, sounds, tastes, touches, and smells). This really allows them to use their imagination. Ask them to create a word bank of vivid descriptions, encouraging students to put adjectives before nouns (scorching earth, laughing seagulls, etc.). Discuss the mood of the art work and have the students tell their partners what evidence they have, based on the painting, that supports their choice of mood.
	14. Have each student draft a free verse poem inspired by the painting. Encourage them to keep their art work open in another window while they are typing so that they can refer to it often as well as to their word bank. They should also be using poetic devices such as similes, metaphors, alliterations, etc.
	15. Students can then share their poems with writing response groups, or their teammate. They should then revise and edit their poem. The poem is then presented to the class, using the class computer connected to a computer projection system to display the piece of art during the reading.
Content Assessment	See attached rubric.
Technology Integration Assessment	The teacher will assess student use of the technology through observation and through the final presentation (see attached rubric).
Extensions	**Social Science**: Students can study the development of the abstract form of art and how the style was affected by the events of the times. **Music**: Students could investigate the use of mood in musical compositions.

Evaluation Rubric for Poetry Project:

	Excellent (3 pts.)	Good (2 pts.)	Needs work (1 pt.)	Total
Content: Mechanics	Uses at least 4 different poetic devices and no spelling errors	Uses 1-3 poetic devices and no spelling errors	Some spelling errors or no use of poetic devices	
Content: Creativity	Poem vividly evokes mood intended; imaginative use of words	Poem describes mood intended; some phrases use "vivid descriptions"	Poem does not describe mood intended or some spelling errors or no use of "vivid descriptions"	
Technology	Able to find information needed from Internet sites and able to use word processor properly	Able to find information needed from Internet sites or able to use word processor properly	Unable to find information needed without extensive help	
Presentation	Spoke clearly and with appropriate emotion and able to use presentation technology	Spoke clearly and able to use presentation technology	Did not speak clearly or could not coordinate with presentation technology	